

AGES
5-16

Salford Sentence Reading and Comprehension Test

Your guide to assessing your less-able readers in as little as ten minutes



Your guide includes:

- Step-by-step guide to using the test
- Sample reading test cards
- Sample comprehension questions

About Salford Sentence Reading and Comprehension Test

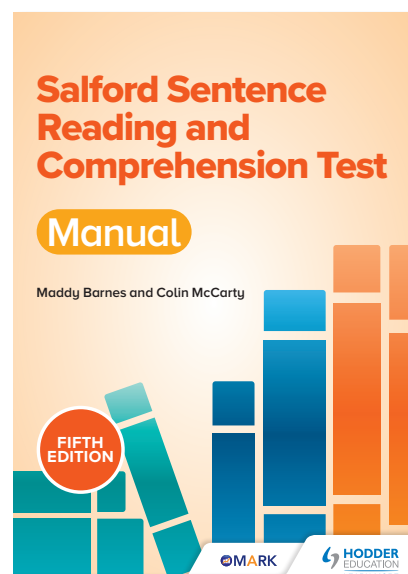
Fifth Edition



Now in its fifth edition, the Salford Sentence Reading and Comprehension Test (SSRCT) provides a snapshot of a learner's reading and comprehension ability based on sentences of graded ability.

Taking as little as ten minutes to administer, this individual, oral reading test can be used as part of an initial assessment for learners with suspected reading difficulties, or as a quick screening test for groups of pupils.

Three parallel forms (A, B and C) allow for re-testing, to track progress and monitor the impact of interventions over time.



New features

- SSRCT has been fully re-standardised in the spring term of 2022.
- The test covers an increased age range of 5 to 16 years.
- There are 20 sentences per form to improve the reliability of the assessment at both ends of the reading ability scale.
- The early sentences are informed by Letters and Sounds and are all phonically decodable.
- An additional comprehension question for every sentence has been included to test pupils' vocabulary alongside their literal comprehension and inference.
- For learners unable to read the first sentence in the test, SSRCT can now be delivered as a listening comprehension test instead, so teachers are still able to get a measure of a pupil's understanding.
- Teachers have access to marksheets and reporting on Boost Insights.

What factors does SSRCT assess?

- Reading accuracy
- Reading comprehension (literal understanding, inference and vocabulary)
- Reading age
- Comprehension age

“ I like how you can clearly see the area of need through the scoring procedure. ”

Keresley Newland Academy
(Trial School)

How does Salford Sentence Reading and Comprehension Test work?

Step 1 Testing a learner's reading ability

Salford Sentence Reading and Comprehension Test FIFTH EDITION

Form A



1. His pen is in the bag.
2. The sad rag doll is a mess.
3. They are on a road near the market.
4. 'Come, look, there is a little thrush.' He said.
5. The book of words for the songs is at school.
6. She loves to speed on her bike to the play park.
7. A train goes faster than a bus and buses are always stopping.
8. The fireman climbed up the ladder, but he still could not reach the howling cat perched in the tree.
9. Josh was talking to his brother when he noticed smoke pouring out of the kitchen window.
10. When a dolphin gets trapped in the nets of a fishing vessel, it is in serious trouble.

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The teacher decides upon the starting sentence (depending on a learner's age or ability) and the learner then reads out each sentence on their test card. Testing stops after the learner has completed the sentence in which the sixth reading error is made.

injured his ankle while attempting to escape from the boys who were chasing him.

Qualified runners have to train regularly to compete at an international level.

Although Sara was exhausted, she refused to accompany the others to a safe place off the mountain.

Assistance is desperately requested for the survivors of the earthquake, so please donate money or clothing now.

Scientific studies are continually exploring the variation and impact of change on our climate.

Throughout the ages, hypnotism has been used for both medical purposes and entertainment.

Eruption of volcanoes can cause immense columns of ash to be ejected high into the atmosphere.

18. Emerging gradually, the periscope scanned the shore while the crew prepared the submarine to surface.

19. In the midst of the crisis the contagion was escalating throughout the population of the remote conurbation, and still the initial source of the infection remained bewilderingly hidden.

20. The new, environmentally friendly, recreation centre in the forest was underway; arboreal specialists had already been contracted to establish aerial routes through the canopy for intrepid climbers.

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Year 2023 2022 2021 2020 2019

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Publisher:



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Step 2 Testing a learner's comprehension

Once a learner has read a sentence, the teacher can follow up with the three corresponding comprehension questions, one literal, one inferential and one testing vocabulary.

FORM A: COMPREHENSION

Once a pupil has read a sentence, follow-up with the corresponding comprehension questions. For those pupils who have struggled to read the first sentence in the test, you can use a different technique to explore their understanding further. See p.8 of the Record Sheet and for further guidance refer to p.X in the manual.			Comprehension		
			Lit.	Inf.	Voc.
1	<ul style="list-style-type: none"> Where did the dog sit? What might the dog do next? What word in the sentence means the same as: mat? 	<ul style="list-style-type: none"> On a rug. Get up, bark, run off or any reasonable suggestion. <i>rug</i> 			
2	<ul style="list-style-type: none"> Where do you put the map? What do you think will happen if you are not careful? What word in the sentence means the same as: stone? 	<ul style="list-style-type: none"> On the rock. Map falls off or blows away. <i>rock</i> 			
3	<ul style="list-style-type: none"> When might they eat chicken? Is it certain they will get chicken for dinner? What word in the sentence means the same as: have? 	<ul style="list-style-type: none"> At dinner time. No, it only says might (if no explanation given ask how do you know?). <i>get</i> 			
4	<ul style="list-style-type: none"> What happened when they went out? What they might do as soon as they go out? What word in the sentence means the same as: started? 	<ul style="list-style-type: none"> Started to rain or wind started to blow. Go back in or put on coats or get wet or go somewhere to stay dry. <i>began</i> 			
5	<ul style="list-style-type: none"> What were hard to do? Do you think the person was successful with all the tasks? if so why or why not? What word in the sentence means the same as: difficult? 	<ul style="list-style-type: none"> The tasks. Yes, he did manage to get the tasks all done or worked hard or no he found some of them too hard to do. <i>hard</i> 			
6	<ul style="list-style-type: none"> What does she do after school? Which do you think is better for her, and why? What word in the sentence means the same as: more? 	<ul style="list-style-type: none"> Plays music, gym and football (all required – prompt by saying 'and...' if only one or two given). Any activity mentioned in the sentence, with a reason (eg more fun, or for fitness or for pleasure). <i>extra</i> 			
7	<ul style="list-style-type: none"> How many girls are with the boy? What do you think they might talk about? What word in the sentence means the same as: rides? 	<ul style="list-style-type: none"> Two School or home or anything reasonable. <i>cycles</i> (accept <i>travels</i>) 			
8	<ul style="list-style-type: none"> What was the robber trying to do when he was caught? What do you think will happen? What word in the sentence means the same as: attempted? 	<ul style="list-style-type: none"> Trying to hide or hide the money. Taken to police station or arrested or sent to prison/punished. <i>tried</i> 			
9	<ul style="list-style-type: none"> What time does the bus go? What will happen if you are slow getting ready? What word in the sentence means the same as: prepared? 	<ul style="list-style-type: none"> 8 o'clock Miss the bus or be late. <i>ready</i> 			
10	<ul style="list-style-type: none"> What has been picked? What do you think happens to the peas after they are frozen? What word in the sentence means the same as: harvested? 	<ul style="list-style-type: none"> Peas Put in bags or fridge, taken to factory, shop or cooked (accept 'cannot be eaten'). <i>picked</i> 			
Page totals					

Delivering SSRCT as a Listening Comprehension test

For those learners unable to read the very first sentence in the test, SSRCT can be delivered as a listening comprehension, so you can still get a measure of their understanding.

To do this, read each of the first four sentences to the learner and, after each sentence, ask the three comprehension questions, marking them as normal. There are also four extra open questions that you can ask which can be found at the end of the Record Sheet. These open questions enable you to begin a short dialogue about the sentences they have heard, so you can explore how well the learner has listened and engaged and understood what you have read to them.

FORMS A, B AND C: ADDITIONAL LISTENING COMPREHENSION

When a pupil has struggled to read the very first sentence, you can use a different technique to explore their understanding further. We have provided some additional open questions to enable you to begin short dialogues with pupils about the information in the sentences, so that you are able to explore how well the child has listened and engaged with what you have read to them.

- 1) Read each of the first 4 sentences to the pupil, check they have heard it and repeat it once if necessary. After each sentence ask them the four comprehension questions and mark if they get them right or wrong on the appropriate record sheet as normal.
- 2) For each sentence, once you have asked the comprehension questions you can then ask the extra open question (in the table below).
- 3) Make a note of their overall response using a 3 point scale on 0, 1 or 2. Use your professional judgement to award a score: with zero for no response; 1 mark for a simple response and 2 marks for a response with a number of details, showing they have engaged with the information.

Form A				0, 1 or 2
1	The dog sat on a rug.	<ul style="list-style-type: none"> I wonder what the rug was like. What do you think? What type of rug would you like to sit on? 	<ul style="list-style-type: none"> What it looks like or feels like and some details e.g. colour texture big or small etc. Exploring the comfort of a rug to sit on it. 	
2	Put a map on top of a rock.	<ul style="list-style-type: none"> What do people use maps for? Have you ever used a map? What sorts of things might a pirate's map show? 	<ul style="list-style-type: none"> Some details of what is on a map and/or using a map or road map. Something about where the buried treasure is or how to get to the island etc. 	
3	We might get chicken for dinner.	<ul style="list-style-type: none"> What's your favourite things to eat when you get home after school? 	<ul style="list-style-type: none"> Any descriptions or names of foods. If not much given ask do you have a drink as well? What do you have? 	
4	They went out as the rain and wind began.	<ul style="list-style-type: none"> I wonder where they might be going. What do you think? 	<ul style="list-style-type: none"> Any place described and if a simple statement made (e.g. the pictures) ask why they have chosen it. 	
Form B				0, 1 or 2
1	His pen is in the bag.	<ul style="list-style-type: none"> Have you got a bag for school? Can you tell me what it's like? 	<ul style="list-style-type: none"> Some details such as colour, how many pockets, its size if it has straps or zips and so on. If only two points given ask anything else you can tell me. 	
2	The sad rag doll is a mess.	<ul style="list-style-type: none"> Dolls are often soft and cuddly. Can you tell me about one of your soft toys? 	<ul style="list-style-type: none"> Comments on shape texture, colour, its name, how long they have had it. 	
3	They are on a road near the market.	<ul style="list-style-type: none"> What have you been told you should do if you want to cross a road? 	<ul style="list-style-type: none"> Find a crossing or look both ways to make sure no traffic or wait for mum/dad and adult to help you across. If a short answer ask who told them. 	
4	'Come, look, there is a little thrush.' He said.	<ul style="list-style-type: none"> Thrushes are brown birds with spotted fronts. Can you describe another bird for me? 	<ul style="list-style-type: none"> A number of features described e.g. colour, size, what it eats how it flies. Ask for any other things if only 2 points made 	

Step 3 Recording results

As the learner reads, the teacher records each error by circling it on the Record Sheet. They can then mark if the learners get the comprehension questions right or wrong. Testing stops once a learner has made six reading errors.

Depending on where the learner finishes the test, the teacher can use the Record Sheet to determine their reading age.

They can then use the look up tables in the test manual to determine the learner's age standardised scores and standardised scores for reading accuracy and comprehension, as well as their comprehension age. Once testing is complete you can choose to enter the results into Boost Insights, our online analysis and reporting service, which will analyse everything for you. Access to Boost Insights is included at no extra charge when you purchase our tests.

FORM A: READING ACCURACY

In marking, ignore words that are not in bold : these do not count. Circle errors or use a miscue analysis code. See manual for explanation and details.		Counted words	
		Words	Total
1	The dog sat on a rug.	5	6
2	Put a map on top of a rock.	5	10
3	We might get <u>chicken</u> for dinner.	5	15
4	They went out as the rain and wind <u>began</u> .	6	21
5	These have been hard tasks to do.	6	27
6	She has an extra music lesson then <u>gym</u> and football after school.	7	34
7	The boy <u>cycles</u> to school in the morning and <u>travels</u> with his two <u>younger</u> sisters.	7	41
8	The robber tried to hide, but the police found him in the bushes with his bag of stolen money.	9	50
9	If you get ready really quickly, you can catch the eight o'clock bus and still arrive on time.	9	59
10	After a field of peas has been picked, it is important to freeze them very swiftly.	8	67
Note: 'o'clock' (9) counts as a single word. Mark the 6th error clearly for ease of reference later.			
		Page total	

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Learner progress report

Vishal Mayo

Salford Sentence Reading and Comprehension Test

Last taken 4th January 2023



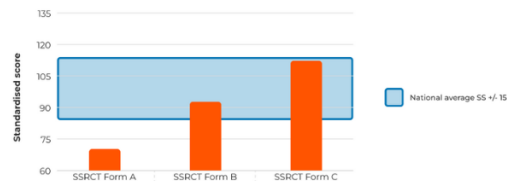
Report generated 12th September 2023

Learner Name

Class: Name of Class

Member of: Name of Group Name of Group

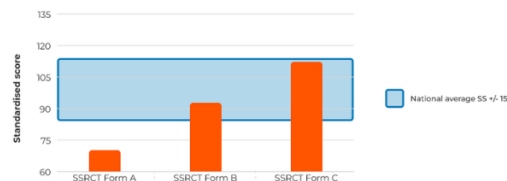
Reading: Overall performance



	Date of test	Age at time of test	Sixth error word	National average score	SS	Age-SS	Percentile	Reading age
SSRCT Form A	16 / 11 / 2021	5:5	9	100	69	76	0.5	< 5:1
SSRCT Form B	07 / 10 / 2022	6:4	17	100	93	95	1.8	< 6:1
SSRCT Form C	19 / 07 / 2023	7:1	24	100	112	113	3.1	8:7

SS: Standardised score Age-SS: Age-Standardised score

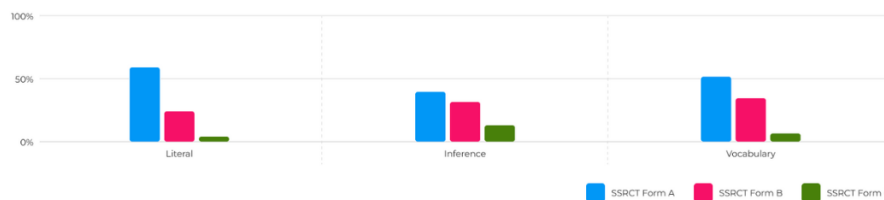
Comprehension: Overall performance



	Date of test	Age at time of test	Raw score	National average score	SS	Age-SS	Percentile	Comprehension age
SSRCT Form A	16 / 11 / 2021	5:5	9	100	69	76	0.5	< 5:1
SSRCT Form B	07 / 10 / 2022	6:4	17	100	93	95	1.8	< 6:1
SSRCT Form C	19 / 07 / 2023	7:1	24	100	112	113	3.1	8:7

SS: Standardised score Age-SS: Age-Standardised score

Comprehension: Strand performance



	Date of test	Literal	Inference	Vocabulary
SSRCT Form A	16 / 11 / 2021	1 / 7	2 / 11	1 / 3
SSRCT Form B	07 / 10 / 2022	6 / 11	5 / 7	1 / 2
SSRCT Form C	19 / 07 / 2023	5 / 6	2 / 2	1 / 9

Learner Progress Report

Compare the performance of one learner across multiple tests (up to six) over time.

You can record your learners' scores at question level by manually entering their scores via the online marksheets. Once recorded, the total raw score and all measures are automatically calculated for every pupil.

You can generate on-screen reports and PDF files to analyse the performance of individual pupils.

Individual learner report

Salford Sentence Reading and Comprehension Test [Change product](#)

Paper

Class 2A

[Change class, group or learner](#)

Individual learner report

Vishal Mayo

Salford Sentence Reading and Comprehension Test

Last taken 4th January 2023

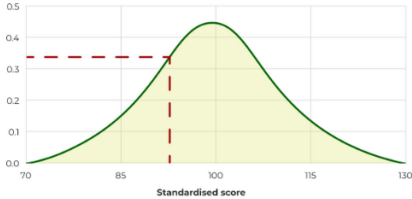
Report generated 12th September 2023

Learner Name

Class: Name of Class

Member of: Name of Group Name of Group

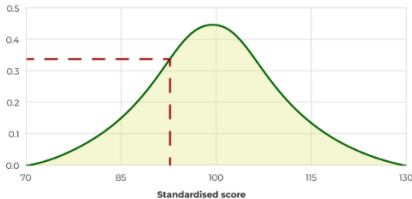
Reading: Overall performance



Date of test	Age at time of test	Sixth error word	SS	Age-SS	Percentile	Reading age
07 / 10 / 2022	6:4	17	93	95	1.8	< 6:1

SS: Standardised score Age-SS: Age-standardised score

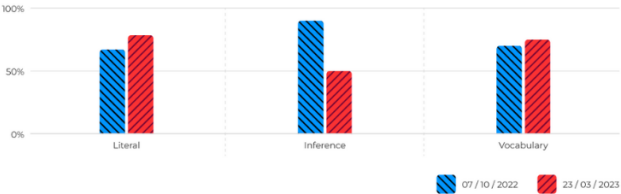
Comprehension: Overall performance



Date of test	Age at time of test	Raw score	SS	Age-SS	Percentile	Comprehension age
07 / 10 / 2022	6:4	17	93	95	4	< 5:00

SS: Standardised score Age-SS: Age-Standardised score

Comprehension: Strand performance



Date of test	Literal	Inference	Vocabulary
SSRCT Form A 07 / 10 / 2022	6/11	5/7	1/2

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Individual Learner Report

View the performance of an individual student including their raw score and relevant standardised scores.



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